

# Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gravenstein Union Elementary School District	David Rose Superintendent	drose@grav.k12.ca.us 707-823-7008

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

Gravenstein Union School District (GUSD) is a Transitional Kindergarten through 8th grade school district with enrollment for the 2020/2021 school year of approximately 757 students, most of who come from English speaking homes. The District is located in a rural section of Sebastopol in Western Sonoma County. Approximately 65% of the students attending our schools live outside of the original district boundaries. There are four schools in the District. Gravenstein Elementary School is our TK-5th charter school with the exception of some first grade classes (called Gravenstein First School, 40 students). Hillcrest Middle School is our 6th-8th charter school that is also the location of our alternative school site (Gravenstein Community Day School, 0 students). Our 2020/2021 enrollment groups include the following: 22.1% Socioeconomically Disadvantaged, 7.7% English Learners, 8.2% Special Education, 0.3% Homeless, and 0.1% Foster Youth. The 20/21 racial/ethnic background of our students was: 0.7% African American, 3.7% Asian, 22.1% Hispanic, 0.7% Pacific Islander, 59.6% White, and 11.5% reporting two or more races.

The District has a TK-8 Magnet/GATE Program at both campuses (ENRICH!). The sites reflect the rural nature of the community. The relatively small enrollment at each site, excellent staff and very involved parents have worked together to establish a student body that has achieved some of the highest API and testing scores in Sonoma County for the last 15 years. All TK-5th grade classes at Gravenstein Elementary are self-contained. Primary classes (TK-3) have an approximate ratio of 20-1 and middle grades average an approximate ratio of 25-1 with an overall ratio of 1 certificated teacher for every 18.2 students. At Hillcrest, the average class size is approximately 23 students, and the overall student to certificated staff ratio is 18:1. Instructional and temporary support assistants, are utilized in grades TK-8 according to need in the classroom. Instructional assistants work in conjunction with the Special Education Teachers to instruct in Learning Labs at both campuses. The Learning Labs are operated through state and federal funding to serve students who need intervention or tutoring. This setting provides additional services in the areas of Reading/Language Arts and Math to identified and/or below-grade-level students. Other services available to Gravenstein Union School District students (on both campuses) include the Speech and Language Program; a school psychologist; an academic and a mental health counselor. Students in grades TK through 5 receive music instruction one day per week and additional band time by the district's music specialist. Visual art is also part of the GUSD program. Classroom teachers and an art specialist provide this program. Hillcrest Middle School has a variety of scheduled music, art and

drama programs. Our grade K-8 Magnet/GATE Program (Enrich!) requires a longer school day to include additional field trips, visual arts, and enrichment classes including STEM and STREAM offerings. The school district utilizes a social emotional learning program (SEL) entitled Second Step as a base program, and all teachers are Trauma Informed, receive annual ACEs training, and have built their own classroom level SEL lessons and activities. Both campuses focus on the development of life skills such as empathy, emotion management and self-regulation, impulse control, problem solving and anger management.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Due to the work of our planning committee and subcommittees, GUSD provided a daily instructional platform that focused on the four core subject areas and also provided students with the opportunity to choose from a variety of Physical Education, elective, and enrichment lessons, both recorded and live, throughout distance learning. Beginning in June of 2019, the PD/Distance Learning/Assessment subcommittee of the GUSD Reopening Committee began working on the issue of instructional continuity. This subcommittee took the survey data from staff and parents related to experiences from the spring distance learning program and identified the strengths of our platform as well as the areas of weakness. This information, combined with the directive from the CDE to provide “a full curriculum of substantially similar quality regardless of the method of delivery” was used to plan the training and professional development opportunities that were available to teachers when they returned to work in August. The training menu was established with an awareness that different grade level teachers would need different types of support, and that throughout our grade levels, different teachers had different comfort levels and skill sets in regard to the use of technology. As a result, the training opportunities were diverse and ranged from teacher guided sessions on assessments, publisher tools, and best practices learned from the spring to formalized training that we contracted with the Education Department from Sonoma State University to provide. Additionally, a variety of levels of technology training were also provided so that every teacher was proficient at using Zoom, document cameras, and Google Classroom. Teachers then took this training and worked in grade level (TK-5) or subject area (6-8) groups to ensure that all students are receiving instruction on the Common Core State Standards, with similar pacing in the event that a teacher change is necessary during the transition to in-person instruction, and that best practices learned from last spring, from the August PD trainings, and discovered this fall are shared and used by all teachers. As a result of this work, GUSD presents the following data as examples of recent success and progress:

### GRAVENSTEIN UNION SCHOOL DISTRICT STUDENT PERFORMANCE DATA

#### ACADEMICS

The District appears successful in many areas. The following data is from the California State Dashboard (grades 3-8):

Gravenstein Elementary:

ELA: Blue (2019), 59.5 points average above standard for 16/17, 17/18, and 18/19

Mathematics: Blue (2019), 39.7 points average above standard for 16/17, 17/18, and 18/19

Hillcrest Middle:

ELA: Green (2019), 45.2 points average above standard for 16/17, 17/18, and 18/19

Mathematics: Green (2019), 7.8 points average above standard for 16/17, 17/18, and 18/19

The Elementary and Middle School Principals worked with all teachers to develop a system to assess grade level proficiency among students en lieu of CAASPP testing for 2020/21.

Gravenstein Elementary - English/Language Arts (Open Court)

Grade	Not Met	Nearly Met	Met	Exceeded
TK (13)	0	7%(1)	15%(2)	77%(10)
K (75)	8%(6)	13%(10)	31%(23)	48%(36)
1st(73)	5%(4)	22%(16)	40%(29)	32%(23)
2nd(82)	4%(3)	21%(17)	51%(42)	23%(19)
3rd(54)	6%(3)	24%(13)	52%(28)	19%(10)
4th(70)	8%(6)	24%(17)	56%(39)	11%(8)
5th(74)	5%(4)	12%(9)	77%(57)	5%(4)

Gravenstein Elementary - Mathematics (GO Math!)

Grade	Not Met	Nearly Met	Met	Exceeded
TK (13)	0	7%(1)	7%(1)	85%(11)
K (75)	3%(2)	1%(1)	29%(22)	67%(50)
1st(73)	0%(0)	15%(11)	54%(31)	31%(22)
2nd(82)	0%(0)	15%(12)	55%(45)	29%(24)
3rd(54)	6%(3)	20%(11)	50%(27)	24%(13)
4th(70)	7%(5)	20%(14)	59%(41)	14%(10)
5th(74)	12%(9)	12%(9)	64%(47)	12%(9)

Hillcrest Middle School - English/Language Arts (IXL)

Grade	Below Grade Level	At Grade Level	Above Grade Level
6th(85)	34%(29)	28%(24)	38%(32)
7th(100)	27%(27)	26%(26)	46%(46)
8th(78)	38%(30)	26%(20)	36%(28)

Hillcrest Middle School - Mathematics (IXL)

Grade	Below Grade Level	At Grade Level	Above Grade Level
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6th(85)	38%(32)	54%(46)	8%(7)
7th(111)	31%(34)	41%(45)	29%(32)
8th(77)	51%(39)	27%(21)	22%(17)

76% Of all Gravenstein students Exceeded or Met Standards in ELA  
82% Of all Gravenstein students Exceeded or Met Standards in Math

67% Of all Hillcrest students Exceeded or Met Standards in ELA  
62% Of all Hillcrest students Exceeded or Met Standards in Math

DISCIPLINE

Suspensions:

Gravenstein Elementary:  
2018/19: 6 2019/20\*: 0

Hillcrest Middle:  
2018/19: 48 2019/20\*: 6

Expulsions:

Gravenstein Elementary:  
2018/19: 0 2019/20\*: 0

Hillcrest Middle:  
2018/19: 6 2019/20\*: 0

\*130 days in-person, 50 days distance learning

ATTENDANCE

Due to the suspension of in-person instruction, GUSD was not able to record attendance or truancy for the complete 2019/20 school year. These data points are available:

Gravenstein Elementary:

Attendance rate for February 2020: 95.2%  
Engagement rate 3/23/20 - 5/1/20: 98.4%

Engagement rate 5/4/20 - 5/29/20: 97.7%  
Engagement rate for August - March of 2020/21: 98.6%  
Attendance/Engagement rate for April of 2020/21: 98%

Hillcrest Middle:

Attendance rate for August - February 2019/20: 96.83%  
Engagement rate for April of 2020: 88.3%  
Engagement rate for May of 2020: 91.3%  
Engagement rate for February of 2020/2021: 98.81%  
Engagement rate for March of 2020/21: 99.04%  
Attendance/Engagement rate for April of 2020/21: 98.48%

Zero student drop outs

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Gravenstein Elementary:

School-wide average, 2016/17 through 2018/19, CAASPP Results School-wide percentage

77% Of all Gravenstein students Exceeded or Met Standards in ELA

71% Of all Gravenstein students Exceeded or Met Standards in Math

2020/21, Local Assessment Results (Open Court for ELA, GOMath! for Mathematics)

76% Of all Gravenstein students Exceeded or Met Standards in ELA

82% Of all Gravenstein students Exceeded or Met Standards in Math

Hillcrest Middle:

School-wide average, 2016/17 through 2018/19, CAASPP Results School-wide percentage

71% Of all Hillcrest students Exceeded or Met Standards in ELA

56% Of all Hillcrest students Exceeded or Met Standards in Math

2020/21, Local Assessment Results (IXL for both ELA and Mathematics)

67% Of all Hillcrest students Exceeded or Met Standards in ELA

62% Of all Hillcrest students Exceeded or Met Standards in Math

While the above data indicates strong academic performance consistently from year to year, 20-25% percent of our students are not

performing at grade level each year. As a district, GUSD will take the following steps over the next three years to annually reduce the percentage of students performing below grade level:

- Open the 21/22 school year academic assessments to confirm the results from last spring and to identify individual students in need of support. Initial data analysis indicates that many individual students in RSP, EL, and Title 1 student groups will need targeted supports and interventions
- Conduct a district-wide mental health screening for all students (with the exception of students whose parent/guardian opts out of the process) so that any students experiencing lingering emotional effects of wild fires, the pandemic, or any other trauma can be identified early and provided support
- Develop common grade level academic progress data assessments for early identification of students performing below grade level
- Continue the development of our Multitiered System of Supports (MTSS) and insure that the process for initiating and accessing Tier II level supports is known and easily accessible for all teachers
- Continue the development of our SEL student support, daily classroom SEL activities and overall campus climate activities to prevent disruptions, behavior issues to continue the trend in reduced suspensions and expulsions that began in 19/20 prior to the suspension of in-person instruction. School-wide suspension rate Dashboard colors were Red for Hillcrest and Yellow for Gravenstein Elementary for the 18/19 school year.
- Formalize our truancy and chronic absenteeism prevention protocols; School-wide Dashboard colors for Chronic Absenteeism were Red for Hillcrest, Orange for Gravenstein Elementary

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Throughout this document, we have framed our strategies through our MTSS approach. Much of the data we have collected indicates that the GUSD base program is successful in providing the prevention strategies and supports that are needed to enable a large majority of our students to be successful on a daily basis, year after year. We will identify strategies and activities, and the required funding, to maintain the supports and services that many of our students rely on to maintain successful academic progress, make positive behavioral choices, and attend school regularly. For students that are not making expected annual academic progress, and/or consistently make poor behavioral choices, and/or are chronically absent or truant, we will outline our strategy to provide targeted supports and interventions designed specifically for the individual student. Our Tier II system will include a menu of interventions and supports, a team approach, the student and parents/guardians, and a case manager to ensure that interventions are implemented with fidelity and that progress is measured and monitored. In the rare instances when our Tier II plan is not successful, we will work with our community partners to identify and implement needed intensive interventions, again tailored to the specific needs, challenges, and barriers that are identified for the individual student.

We will have three ongoing standards that we expect students to achieve and maintain: academically, students should be at grade level or above in all subject areas, students should be present for at least 95% of all direct instruction activities, and should be able to consistently self-regulate and engage during instruction without the need for repeated teacher re-direction, prohibition from participation, or violations of

campus behavior guidelines. If a student's participation and performance should fall below district standards in one or more of these areas, Tier II targeted interventions will commence, beginning with teacher and classroom aide implemented interventions and increased parent/guardian engagement strategies. If the initial Tier II intervention attempts prove ineffective, the teacher will refer the student to administration and/or academic and mental health counseling staff. The teacher, administrator, counselors, and parent/guardian will meet to discuss present performance levels, attempted interventions, and work to identify persisting barriers to successful engagement and performance. Upon identification of the barriers, the team will articulate and implement an intervention plan consisting of strategies and resources targeted and specific to the unique challenges facing the student and/or the student's family. If classroom level interventions are not successful, it is possible that some antecedent or barrier external to the classroom exists. This plan will serve as our roadmap to fund and maintain strategies and activities for all three tiers.  
health services resources, and the Sonoma County SELPA for resources and services for Special Education Services.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

n/a

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

n/a

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

n/a

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Our first step in the stakeholder process was for our Board to create a Vision Statement for the district, as well as supporting Mission Statements. Our Board held three retreat sessions with the Superintendent to develop the Vision and Mission Statements for GUSD, as well as, for each Mission Statement, goals and action items to guide the work of GUSD staff and set a direction for the LCAP development process.

The Board of Trustees, Site Council, parents, teachers, staff and students participated in discussions around the Vision and Mission Statements and current district data. Teachers, parents, and classified staff were represented in the Site Council, as well as a teachers' and classified union representative. The Superintendent hosted several specific stakeholder group meetings, including separate meetings for parents/guardians of EL, Hispanic, RSP, and Title 1 students. Virtual meetings with stakeholders were held from the middle to the end of May of 2021. During the engagement sessions for the LCAP, the GUSD Leadership Team presented multiple sources of data including three years of data from the California State Dashboard, local assessments, GUSD Healthy Kids Survey results, and survey results from staff and parents. Additionally, in June of 2020, GUSD composed a lengthy parent survey (67% return rate) with multiple questions, provided by WestED, designed to identify student challenges and barriers from the parent perspective. Each stakeholder group reviewed the compiled data and district leadership facilitated the "noticings and wonderings" protocol, used for Sonoma County administrator training by the Sonoma County Office of Education Educational Support Services Directors to elicit stakeholder feedback.

Each "noticing or wondering" from a stakeholder was recorded, as were the points and comments from the group elicited by initial comment. The recorded notes from the meetings were included with the parent survey data previously collected, and staff either confirmed that the topic was either addressed or added in the action items to support our three LCAP Goals.

Stakeholders were in concurrence that the schoolwide academic data for GUSD is very positive, and were very optimistic about the dramatic reduction in suspensions and expulsions as well as the strong attendance rate for the 130 of in-person instruction during the 2019/20 school year.

The Public Hearing for this plan to solicit further stakeholder feedback from the GUSD Board, staff, parents, and community members is scheduled for June 8, 2021.

A summary of the feedback provided by specific stakeholder groups.

Feedback provided by the School Site Council & LCAP Stakeholder Feedback Sessions:

## COVID AND DISTANCE LEARNING

- Enjoying in-person, at home was frustrating
- Inconsistent internet connection can be a challenge



- Built a routine now since in-person instruction has resumed, students not happy to need to stop for summer
- Having a teacher's in-person support has been a great benefit
- More information for the parent about the daily schedule and what is expected would have helped more during DL - "Parent Training"
- Binder/materials exchanges were helpful, tangible tools
- Loved what GUSD provided in comparison to other schools where I have family or friends and the delay to get DL up and running and the response from staff

## ACADEMICS

- Concurrence that the schoolwide academic data for GUSD is very positive
- Make the data clearer
- Very happy that immediate distance learning was ready when in-person instruction was stopped, devices and materials were immediately available
- Teacher training, tech, support was very valuable
- Continue additional availability of technology for students.
- Continue assistance by IT personnel for maintenance of technology and assistance for teachers.

## STUDENT SUPPORT

- EL teacher support has been important, not feeling alone as a parent
- Making sure that students that are behind are being supported
- Focused reading support, individual or small group, was a tremendous help
- Knows of a family that may be repeating, hoping that they will get the help they need, worried about whether or not this is the right thing to do
- Teachers were very responsive, quickly responded and provided help
- Brother with learning disability has benefited tremendously from extra support, individual attention, and early intervention as soon as the disability was identified- participated in the small cohort opportunity
- Acknowledges the importance of paying attention to the individual student and not letting any student "fall through the cracks"
- Valuable for teachers to see students in-person, appreciative of inclusion of all teachers and staff that provide direct service.
- Appreciative of the breadth of interventions for students.
- Interested to hear more details about what the interventions will look like for the students that are academically below grade level.
- Learning Lab placement are very valuable for non-proficient students.

## FAMILY ENGAGEMENT

- Teaching Assistant positions to support students in the classroom with Multi Tier Systems of Support
- Grateful for district providing opportunities to connect with community partner groups as needed such as the Gravenstein Health Action Committee and other agencies gathering information regarding COVID experiences and challenges
- Important to understand that parents have different ability levels in terms of supporting their child, need for teacher and parent to work together
- Increased computer and technology support would be needed, maybe a parent training day

- Every morning, and often on Sundays, teachers providing to the parent an email of the weekly plan so that they could support their student and monitor work completion allowed parents to better support their child(ren).
- More Spanish-speaking staff if possible, front counter area would be a focus area
- Business cards for EL Support Teacher with immediate contact information

#### CAMPUS CLIMATE

- Optimism regarding the dramatic reduction in suspensions and expulsions as well as the strong attendance rate for the 130 of in-person instruction during the 2019/20 school year.
- Parents want to know and feel that their students are safe at school
- Test all students (for COVID) before school starts?
- Continue to provide information on vaccination opportunities for children
- Continue the maintenance of facilities

#### TRANSPORTATION

- With the challenge of a long drive are buses to other towns allowed?

#### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

- 1) Continue contract with and funding for EL Support Teacher
- 2) Continue to fund and offer Learning Labs
- 3) Continue to fund Instructional Assistant positions
- 4) Enhance parent communication and engagement strategies
- 5) Focus on individualized Tier II supports

# Goals and Actions

## Goal

Goal #	Description
1	Students in every cohort demographic group will show at least a 5% improvement in academic achievement in all ELA and Math subject area CAASPP and/or local assessment scores each year.

An explanation of why the LEA has developed this goal.

Annually, district-wide, 15-25% of our students are performing below grade level. With 75-85% of “all students” annually performing at grade level or above, it is clear that our base program with the current Tier I prevention and support strategies should be maintained. In order to support students that are not at grade level, GUSD must identify individual student needs and barriers and build a menu of Tier II interventions and supports and a system for evaluating effectiveness

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP (2018/19) Scores/dashboard color	<p>School-wide: Gravenstein Elementary (Grades 3-5)</p> <p>80% met or exceeded standards 20% nearly met or not met Dashboard Color: Blue</p> <p>Hispanic: 68% met or exceeded standards 32% nearly met or not met</p> <p>EL: 52% met or exceeded standards</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>48% nearly met or not met</p> <p>RSP: 37% met or exceeded standards 63% nearly met or not met</p> <p>Title I: 70% met or exceeded standards 30% nearly met or not met</p>				
<p>Mathematics CAASPP (2018/19) Scores/dashboard color</p>	<p>School-wide: Gravenstein Elementary (Grades 3-5)</p> <p>76% met or exceeded standards 24% nearly met or not met Dashboard Color: Blue</p> <p>Hispanic: 62% met or exceeded standards 38% nearly met or not met</p> <p>EL: 43% met or exceeded standards 57% nearly met or not met</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>RSP: 38% met or exceeded standards 62% nearly met or not met</p> <p>Title I: 69% met or exceeded standards 31% nearly met or not met</p>				
<p>ELA: Open Court (Spring 2021)</p>	<p>School-wide: Gravenstein Elementary (Grades TK-5)</p> <p>76% met or exceeded standards 24% nearly met or not met</p> <p>Hispanic: 64% met or exceeded standards 36% nearly met or not met</p> <p>EL: 58% met or exceeded standards 42% nearly met or not met</p> <p>RSP: 45% met or exceeded standards 55% nearly met or not met</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Title I: 62% met or exceeded standards 38% nearly met or not met</p>				
<p>Mathematics: GO Math! (Spring 2021)</p>	<p>School-wide: Gravenstein Elementary (Grades TK-5)</p> <p>82% met or exceeded standards 18% nearly met or not met</p> <p>Hispanic: 73% met or exceeded standards 27% nearly met or not met</p> <p>EL: 65% met or exceeded standards 35% nearly met or not met</p> <p>RSP: 57% met or exceeded standards 43% nearly met or not met</p> <p>Title I: 68% met or exceeded standards 32% nearly met or not met</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>ELA CAASPP (2018/19) Scores/dashboard color</p>	<p>School-wide: Hillcrest Middle</p> <p>68% met or exceeded standards 32% nearly met or not met Dashboard Color: Green</p> <p>Hispanic: 59% met or exceeded standards 41% nearly met or not met</p> <p>EL*: --% met or exceeded standards</p> <ul style="list-style-type: none"> <li>• -% nearly met or not met</li> </ul> <p>RSP: 12% met or exceeded standards 88% nearly met or not met</p> <p>Title I: 56% met or exceeded standards 44% nearly met or not met</p> <p>*Data not available, less than 11 students</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Mathematics CAASPP (2018/19) Scores/dashboard color	<p>School-wide: Hillcrest Middle</p> <p>65% met or exceeded standards 35% nearly met or not met Dashboard Color: Green</p> <p>Hispanic: 46% met or exceeded standards 54% nearly met or not met</p> <p>EL*: --% met or exceeded standards</p> <ul style="list-style-type: none"> <li>-% nearly met or not met</li> </ul> <p>RSP: 6% met or exceeded standards 94% nearly met or not met</p> <p>Title I: 29% met or exceeded standards 71% nearly met or not met</p> <p>*Data not available, less than 11 students</p>				
ELA: IXL (Spring 2021)	School-wide: Hillcrest Middle				



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>67% met or exceeded standards 33% nearly met or not met</p> <p>Hispanic: 59% met or exceeded standards 41% nearly met or not met</p> <p>EL: 25% met or exceeded standards 75% nearly met or not met</p> <p>RSP: 20% met or exceeded standards 80% nearly met or not met</p> <p>Title I: 54% met or exceeded standards 46% nearly met or not met</p>				
<p>Mathematics: IXL (Spring 2021)</p>	<p>School-wide: Hillcrest Middle</p> <p>62% met or exceeded standards 38% nearly met or not met</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Hispanic: 56% met or exceeded standards 44% nearly met or not met</p> <p>EL: 50% met or exceeded standards 50% nearly met or not met</p> <p>RSP: 21% met or exceeded standards 79% nearly met or not met</p> <p>Title I: 45% met or exceeded standards 55% nearly met or not met</p>				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Low class sizes: TK-3 (20-1) 4-5 (24-1) 6-8 (23-1)	(Tier 1)Key aspects of the Tier I program includes small class sizes and low student: staff, GUSD class sizes are slated to be between 1 to 4 students less than typical class sizes dependent on grade level, requiring approximately 2.5 additional teaching FTE per year. Small class sizes support greater teacher-student connectedness and increases 1:1 time for students. This action also supports Goals 2&3 as greater connectedness leads to lower absenteeism rates and fewer disruptive behaviors. Addresses State Priorities 2, 4, 5, 6, 8	\$4,847,749.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	0.5 Principal FTE for each site	(Tier 1)Each School site will have a full time principal, however, approximately 50% of each principal's time will be spent maintaining a strong base/Tier I program for academics that provides opportunities for strong relationships, universal support and prevention strategies, and additional opportunities for enrichment/elective experiences for all students. These activities increase student connectedness so will support Goals 2 and 3 also. Each principal, as the academic leader of the school, will: use school-wide student data to direct scheduling, insure that all teachers are properly credentialed and assigned, confirm that all students have access to all needed instructional materials, assure that all students have access to enrichments and electives, professional development activities, assurance that all subject area grade level Common Core Standards are addressed, and facilitate parent engagement. Addresses State Priorities 1, 2, 3, 5, 6, 7, 8	\$173,823.00	Yes
3	0.5 FTE Academic Counselor	(Tier 1)The Academic Counselor will spend at least 50% of their work time ensuring that middle school students are appropriately scheduled and parent/student input is solicited in order to access a broad course of study, work will all teachers on implementing daily Second Step and SEL activities, contribute to and facilitate parent education opportunities, and work with all staff on creating and maintaining a positive campus environment. These activities increase student connectedness so will support Goals 2 and 3 also. Addresses State Priorities 2, 3, 4, 5, 6, 7, 8	\$50,966.00	Yes
4	Instructional Materials/Supplies	(Tier 1)GUSD will ensure that all students have access to standards aligned instructional materials (including ELD Standards), supplemental materials, and all needed supplies. This will include the creation of a committee to pilot and recommend to the Board a new district Social Studies adoption. Addresses State Priorities 1, 2, 4, 7, 8.	\$167,982.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Instructional Assistants	(Tier 1)Instructional Assistant will be hired as classroom support, ingress, egress, recess/break/lunch and general campus supervision, and to provide small group and 1:1 instructional support. Additional adult staff on campus will increase student connectedness and also support Goals 2 and 3. Addresses State Priorities 2, 4, 5, 6, 7.	\$707,809.00	Yes
6	1 to 1 student tech devices	(Tier 1)GUSD will provide and 1 to 1 student tech devices to continue to utilize successful techniques implemented during distance learning such as flipped classrooms, recorded lessons, access to adopted publisher software, and supplemental learning resources. Devices will be available to every student, every day, and will also be utilized to strengthen student 21st Skill acquisition. In the event that in-person instruction is suspended for any amount of time, teachers will have the ability to immediately provide virtual instruction. Addresses State Priorities 1, 2, 4, 7.	\$42,926.00	Yes
7	ENRICH (Instruction, trips, events)	(Tier 1)Every student will receive some form of elective or enrichment instruction, and will have access to all co-curricular trips and events (ENRICH! is the GUSD magnet program). TK-8 students will have the opportunity to receive instruction in music, visual/performing arts, STEM and STREAM, and foreign language as well as attend a variety of field trips with parent participation. This action supports student connectedness and will also contribute to Goal 2 and 3 success. Addresses State Priorities 3, 5, 6, 7, 8.	\$17,350.00	Yes
8	Teacher and Instructional Assistant Training	(Tier 1)Teachers and Instructional Assistants will receive training and professional development in grade level and subject area topics, pedagogy, SEL and trauma, and other topics throughout the year. This action will also support student connectedness and contribute to Goal 2 and 3. Addresses State Priorities 1, 2, 4, 5, 6, 7, 8.	\$3,161.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Parent Engagement/Communication	(Tier 1) GUSD will employ the following actions to enhance parent engagement and communication: classroom and event volunteer opportunities, purchase and implement Parent Square communication platform, pay an employee stipend for website and social media management/updates, continue student progress reports and email/phone communication with parents, conduct periodic parent feedback surveys, and continue Monday Messages weekly updates. Addresses State Priorities 3, 8.	\$10,125.00	Yes
10	Student/Parent Handbooks	(Tier 1)GUSD will publish and distribute Student/Parent Handbooks to all students and families free of charge. Handbooks will contain staff contact information, school calendars, campus guidelines and protocols, policies, support and resource information, student planner and will serve as general resource. This action will also contribute to Goal 2 and 3 success. Addresses State Priorities 3, 5, 6, 8.	\$2,380.00	Yes
11	0.25 Principal FTE at each site	(Tier II)As mentioned previously, not all students will reach grade level academic proficiency with only Tier I supports. Each School site will have a full time principal, however, approximately 25% of each principal's time will be spent developing and implementing Tier II supports and interventions for any student performing below grade level academically. Site principals shall establish assessment systems to guide the identification and monitor the progress of any students in need of Tier II supports/interventions, and ensure that supports/interventions are applied with fidelity. The principal will create a menu of Tier II supports and interventions that are available and ensure that staff, students, and parents are aware of the available services and how to access them. The principal shall facilitate support team meetings for students facing challenges or barriers to grade level academic performance, and ensure that the team has complete profile information for the student including program participation as an EL, RSP, 504, Foster, Homeless, or Title I student as well as any known sources of significant trauma or stress. The principal shall ensure that from each support team, a case manager for the student is assigned	\$86,912.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(matching case manager skills to student need) to confirm and record baseline student data and information, create a clearly articulated intervention plan, ensure the interventions and supports are implemented with fidelity, collect progress data, and keep the support team informed regarding progress and/or the need to revise or add interventions or supports. If Tier II interventions and support prove to be ineffective, the principal, in consultation with other support team members and the student's family will identify and implement appropriate Tier III strategies. These activities increase student connectedness so will support Goals 2 and 3 also. Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8		
<b>12</b>	0.5 FTE Mental Health Coordinator	(Tier II)GUSD will employ a full time licensed mental health counselor (LMFT), and at least half of the counselor's time will be spent as a member of support teams for students performing below grade level academically. For some students, the mental health counselor will be appointed as the case manager. The mental health counselor will add a crucial perspective in evaluating student challenges or barriers from a mental health perspective. The mental health counselor will have the ability to work individually with students for several sessions (with parent permission) and interact with and provide guidance for parents and families. The mental health counselor will be trauma-informed, and will consult with other school staff directly interacting with students regarding sources of stress or anxiety as well as providing alternative approaches for staff interacting with students performing below grade level academically. The work of the mental health counselor will increase student connectedness so will support Goals 2 and 3 also. Addresses State Priorities 3, 5, 6, 7, 8.	\$45,357.00	Yes
<b>13</b>	EL Support Teacher	(Tier II)GUSD will employ a full-time certificated bi-lingual EL Support Teacher. The EL Support Teacher will participate in the ELPAC assessment and reclassification process for EL students, as well as assisting GUSD in the translation of all parent materials and serving	\$79,020.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>as a translator for meetings and any communication as needed. The EL Support Teacher will serve as a member of support teams for EL students performing below grade level academically. For some students, the EL Support Teacher will be appointed as the case manager. The EL Support Teacher will add a crucial perspective in evaluating student challenges or barriers from a language acquisition perspective. The EL Support Teacher will have the ability to work individually or in small groups with students (with parent permission) and interact with and provide guidance for parents and families. The EL Support Teacher and will consult with other school staff directly interacting with students regarding language acquisition and will provide additional ELD strategy approaches for staff interacting with EL students performing below grade level academically. The work of the EL Support Teacher will increase student connectedness so will support Goals 2 and 3 also. Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8.</p>		
14	RSP Teachers	<p>(Tier II)GUSD will employ two full-time certificated Resource Specialist(RSP) Teachers and one full Speech and Language Pathologist (SLP) Teacher. The RSP and SLP Teachers will serve as IEP case managers for students with a diagnosed learning disability or disabilities. These teachers will be responsible for guiding and implementing all Special Education assessments and qualification determinations. The RSP and SLP Teachers will serve as a member of support teams for RSP students performing below grade level academically. The RSP and SLP Teachers will add a crucial perspective in evaluating student challenges or barriers from a learning disability perspective. The RSP and SLP Teachers will have the ability to work individually or in small groups with students (with parent permission) and interact with and provide guidance for parents and families. The RSP and SLP Teachers will consult with other school staff directly interacting with RSP students regarding accommodations, modifications and will provide additional strategy approaches for staff interacting with RSP students performing below grade level academically. The RSP and SLP teachers will also be asked to consult on supports for some 504 students. The work of the RSP and SLP Teachers will increase student connectedness so will</p>	\$257,364.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		support Goals 2 and 3 also. Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8.		
15	RSP Instructional Aides	(Tier II)GUSD will employ Instructional Assistants specifically assigned to the district RSP teachers to provide classroom support, general campus supervision, and to provide small group and 1:1 instructional support. Additional adult staff on campus will increase student connectedness and also support Goals 2 and 3. Addresses State Priorities 2, 4, 5, 6, 7, 8.	\$31,126.00	Yes
16	SIPPS, Directed Studies, Learning Labs	(Tier II)GUSD will provide staffing, materials, and supplies to support the implementation SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) reading instruction, Directed Studies, and Learning Labs. SIPPS support will be specific to Gravenstein Elementary, and Directed Studies will be specific to Hillcrest Middle; both sites will offer Learning Labs. These individualized supports, with parent permission, will serve as Tier II menu options for support teams as they develop intervention plans for students performing below grade level academically. Additional and personalized contact with adult staff on campus will increase student connectedness and also support Goals 2 and 3. Addresses State Priorities 2, 3, 4, 5, 6, 7, 8.	\$0.00	Yes
17	0.25 FTE School Psychologist	(Tier II)GUSD will employ a 0.25 FTE credentialed School Psychologist. The School Psychologist will be responsible for participating in all Special Education assessments and qualification determinations. The School Psychologist will serve as a member of support teams for RSP students performing below grade level academically. The School Psychologist will add a crucial perspective in evaluating student challenges or barriers from a learning disability perspective. The School Psychologist will have the ability to work individually or in small groups with students (with parent permission) and interact with and provide guidance for parents and families. The School Psychologist will consult with other school staff directly	\$45,279.00	No Yes



Action #	Title	Description	Total Funds	Contributing
		interacting with RSP students regarding accommodations, modifications and will provide additional strategy approaches for staff interacting with RSP students performing below grade level academically. The School Psychologist may also be asked to consult on qualification and/or supports for 504 students. The work of the School Psychologist will increase student connectedness so will support Goals 2 and 3 also. Addresses State Priorities 3, 5, 6, 7, 8.		
18	Connectivity (home/campus)	(Tier II)GUSD will continue to ensure school site connectivity as well as providing connectivity support and/or equipment to any family without reliable home connectivity. As the district endeavors to continue to utilize successful techniques implemented during distance learning such as flipped classrooms, recorded lessons, access to adopted publisher software, and supplemental learning resources, it will be critical that every student have access regardless of the barrier. In the event that in-person instruction is suspended for any amount of time, teachers will have the ability to immediately provide virtual instruction. Addresses State Priorities 1, 2, 3, 4, 7, 8.	\$79,167.00	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Students in every grade level cohort demographic group will show at least a one color improvement in chronic absenteeism attendance each year until all are Blue, the district-wide attendance rate will improve by at least 0.5% each year, and the number of students district wide chronically absent will decrease by at least 10% each year.

An explanation of why the LEA has developed this goal.

Based on 18/19 data, depending on the demographic group, GUSD Chronic Absenteeism rates are in the red, orange, or yellow zones for every group on the state dashboard. While the average district-wide attendance rate for the three years prior to the suspension of in-person instruction was 94.5%, the dashboard indicators identify a focus area for needed intervention. During those same pre-COVID years, an average of 37 students per year were chronically absent (68.5% White, 63.8% Female, 24.3% Hispanic). So, while fewer than 5% of our students are chronically absent, it is clear that GUSD must strengthen our Tier I prevention strategies and create an early identification system and a menu of Tier II interventions and supports.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
18/19 Chronic Absenteeism Dashboard Color	Gravenstein Elementary:  All Students: Orange Hispanic: Orange White: Yellow Two or more races: Orange EL: Orange Title I: Yellow RSP: Yellow  Hillcrest Middle:  All Students: Red Hispanic: Orange				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White: Red Title I: Red RSP: Yellow				
District-Wide Attendance Rate	Three-year district average attendance rate (16/17 - 18/19): 94.5%				
Number of Students Chronically Absent (missing 10% or more of instructional minutes) District-Wide	Three-year average (16/17 - 18/19) number of students Chronically Absent: 37				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Facilities in good repair	(Tier I) Students are less likely to attend regularly if our campuses are in disrepair or look rundown. This Tier I action will create inviting and enjoyable campus environments, provide teacher flexibility to conduct outdoor lessons, and will also support Goals 1 and 3. Addresses State Priorities 1, 5, 6.	\$69,750.00	Yes
2	0.25 School Secretary FTE at each site	(Tier I) GUSD will create and formalize our Tier I support and prevention strategies, including: notification to families about the importance of consistent attendance and to avoid trips and other preventable absences during times when school is in session, consistent use of direct contact and truancy letter #1 when students are absent, development and use of attendance logs documenting reasons for absences, positive attendance recognition, thorough review of independent study requests prior to approval. Each school secretary will take the lead for their respective site in the development and implementation of these strategies.	\$45,236.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>GUSD will employ a full-time School Secretary at each site school site, and approximately 25% of each Secretary's time will be spent providing truancy prevention and attendance data collection. Our School Secretaries are responsible for front-line communication with families and students regarding attendance issues, and are therefore perfectly positioned to implement truancy prevention strategies by clarifying legal guidelines for absence excuses, encouraging families to plan trips or appointments during non-school days or times, and generally encouraging regular attendance. This position is also responsible for attendance data tracking, and therefore will have the best ability to identify potential attendance issues for individual students and facilitate early intervention through communication with parents/families, administrators, teachers, counselors and any other staff supporting an individual student. Regular attendance is also a key component of academic success, so this action will also support Goal 1. Addresses State Priorities 3, 5, 7, 8.</p>		
3	Truancy Prevention Training	<p>(Tier I)All GUSD staff can have an impact on student attendance. We will provide our School Secretaries with legal documentation and best practices training, administrators with legal and truancy prevention team training, and all staff with trauma-informed practices training to raise awareness of potential sources of stress or anxiety for students that could lead to absenteeism. Staff can also receive training for best practices for implementing truancy prevention strategies by clarifying legal guidelines for absence excuses, encouraging families to plan trips or appointments during non-school days or times, and generally encouraging regular attendance. Regular attendance is also a key component of academic success, so this action will also support Goal 1. Addresses State Priorities 3, 5, 7, 8.</p>	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	0.10 School Secretary FTE at each site 0.125 School Principal FTE at each site 0.25 Academic Counselor FTE 0.25 Mental Health Coordinator FTE	(Tier II)GUSD will create and maintain a system for early identification of individual student chronic absenteeism or truancy, with a menu of Tier II supports/interventions to be applied at any time a student has two or more days of unexcused absence or after 30 school days and a student is absent more than 10% of those days for any reason. Multiple staff members will be responsible for the identification and implementation of Tier II interventions, including, truancy letter notification, participation as a support team member in any type of meeting addressing attendance concerns including SSTs, IEPs, School Attendance Review Teams (SARTs), and School Attendance Review Boards SARBSs). Four different staff positions will be critical participants, and will bring a particular perspective to the identification of individual student challenges and barriers to regular attendance. The four positions at each site and approximate percentage of their work hours that will be dedicated to this action are as follows: 1)School Secretary (10%), 2)School Principal (12.5%), 3)Academic Counselor (25%), 4)Mental Health Counselor (25%). Each of these positions will contribute to identification of antecedents or causes for missing school, developing and implementing individualized interventions, recording baseline data, and establishing improvement goals. Once interventions are applied with fidelity, current performance data will be recorded and reported for the remainder of the school year. Depending on the needs of the student, a person in any one of these four positions could become the case manager for this student. If truancy continues or if absenteeism rate remains above 10%, Tier III interventions (Referral to County SARB, District Attorney, Law Enforcement, Probation, referral to home district if applicable, other) will be applied, and the staff in these four positions will be responsible for implementation of Tier III interventions as well. Regular attendance is also a key component of academic success, so this action will also support Goal 1. Addresses State Priorities 3, 5, 6, 7, 8	\$109,712.00	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Students in every grade level cohort demographic group will show at least a 3% reduction in behaviors that result in a class or school disruption each year, there will be at least a 50% reduction in out of school suspensions compared to 18/19 school totals, and the Dashboard color for school wide suspensions will improve at least one color each year until Blue.

An explanation of why the LEA has developed this goal.

Based on 18/19 data, the suspension rate for All Students at Gravenstein Elementary was in the yellow zone on the state dashboard (Two or More Races and Title I were orange). The suspension rate for All Students at Hillcrest was red (the three groups that qualify for a color, Hispanic, White, Title I, were also red). There were a total of 54 out of school suspensions in 18/19 (48 at Hillcrest, 6 at Gravenstein, 23 individual students). Last year, 19/20, there were 4 suspensions (all at Hillcrest, 4 individuals) during the 130 days (72%) of the school year prior to the suspension of in-person instruction.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Office referral or loss of privilege	21/22 data will become baseline data				
In-school suspension	21/22 data will become baseline data				
Out of school suspension	18/19 School Totals:  Gravenstein Elementary: 6 Dashboard color: Yellow  Hillcrest Middle: 48 Dashboard Color: Red				



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Second Step, ACEs/SEL Training	(Tier I)GUSD will create and formalize our Tier I support and prevention strategies, beginning with training for continued implementation of daily classroom SEL activities including: ACEs and Trauma-Informed training for all staff, training for teacher-selected and directed SEL activities, including Second Step, development and use of progressive discipline framework that includes restorative practices where applicable, and adding documentation of classroom/playground office referrals or loss of privilege. Each school principal will take the lead for their respective site in the development and implementation of these training opportunities. Positive behavioral choices also positively impact academic performance and attendance, therefore these actions also support Goals 1 and 3. Addresses State Priorities 5, 6, 7, 8.	\$1,000.00	Yes
2	School Climate	(Tier I)A positive school climate starts with a commitment to life skills, clear expectations, and common language. Using the research and findings from Dr. Jeffrey Sprague, Professor of Special Education and Director of the University of Oregon Institute on Violence and Destructive Behavior, GUSD starts with "be safe, be respectful, be responsible" as common language that is shared with students and is the basis for any behavioral re-directs. Each school site will hold a variety of presentations and assemblies to students related to life-skills, behavior expectations, campus spirit themes and safe school climate. Additionally, each site will have staff supervised intramural and student government programs. Classroom spirit competitions and incentives for positive campus activities will be organized and	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>implemented by staff. Positive behavioral choices also positively impact academic performance and attendance, therefore these actions also support Goals 1 and 3. Addresses State Priorities 5, 6, 7, 8.</p>		
3	Trauma Screening	<p>(Tier I)Sonoma County has been heavily impacted by natural disasters including fires, floods, and the coronavirus pandemic. Exposure to natural disasters can lead to increased symptoms of anxiety, depression, and post traumatic stress disorder (PTSD) that impact children’s education, health, and wellbeing. GUSD is teaming with the Sonoma County Office of Education (SCOE) and Project SERV to begin assessing the impact of these disasters on our community, and to support students and families who may benefit from additional services related to recent disasters. Project SERV will offer evidence-based care to students third grade and above who have been impacted by the 2020 wildfires or other natural disasters.</p> <p>We will be seeking parent permission for their child(ren) to participate in a broad screening of children for disaster-related risk using the PsySTART tool, free for all students. All services provided by this partnership are grant funded and will be offered to GUSD students and families. Students identified as high risk for PTSD can be further assessed using the Child PTSD Symptoms Scale (CPSS-5). Students identified with significant signs anxiety, stress, or depression are available to receive counseling in the form of 4-sessions of Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) resilience skills to children with trauma symptoms and their parents/caregivers and provision of a full TF-CBT model to all children and their parents/caregivers who need more support than resilience skills alone. A Professional Development training for Parents or Staff and an opportunity for counselors will part of this program as well. GUSD will pay staff for training time and data collection connected to this program. Positive mental health and professional support also positively impact academic performance and attendance, therefore these actions also support Goals 1 and 3. Addresses State Priorities 3, 5, 6, 7, 8.</p>	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Playground/Campus Supervision, 0.25 Academic Counselor, 0.125 Site Principal FTE at each site	(Tier I)GUSD will develop and implement a system of documenting classroom/playground office referrals or loss of privilege. These lower level behaviors, when repeated, often lead to more significant behaviors if early intervention is not implemented. Each school principal will take the lead for their respective site in the development and implementation a process for documenting and tracking these behaviors, being mindful of repeat offenses for individual students or patterns in times, types, or locations of events. With this data, school sites, led by their principal and our academic counselor, can develop personal interventions with parent involvement, as well as campus-wide these strategies specific to any detected patterns. Positive behavioral choices also positively impact academic performance and attendance, therefore these actions also support Goals 1 and 3. Addresses State Priorities 3, 5, 6, 7, 8.	\$68,939.00	Yes
5	Diversity, Equity, and Inclusion Assessment	(Tier I)The GUSD Board has approved a contract with Equity First Consulting to conduct a Diversity, Equity, and Inclusion (DEI) Assessment for our schools. This assessment, included as one of the action steps of the GUSD Resolution on Racial Justice, Equity and Inclusion, adopted in September 2020, will allow GUSD to gain new insights and information about our campus climates and afford us the opportunity to strengthen our efforts to achieve greater diversity, equity, and inclusion. Addresses State Priorities 1, 2, 3, 6, 7, 8.	\$35,000.00	Yes
6	0.25 FTE Mental Health Coordinator	(Tier II)GUSD will create and maintain a system for early identification of individual student behavior challenges (initiated with any out of school suspension, a second in-school suspension, or four or more discipline incidents of any kind) and a menu of Tier II supports/interventions to be applied at any time a student is identified as needing Tier II services. School Attendance Review Team (SART) meetings, School Attendance Review Board (SARB), SST, or any parent/student meetings where antecedents or causes for behavior issues are identified, individualized interventions are planned and	\$22,679.00	Yes

Action #	Title	Description	Total Funds	Contributing
		implemented, baseline data is recorded, and improvement goals are established. Once interventions are applied with fidelity, current performance data will be recorded and reported for the remainder of the school year. If behavior issues causing loss of instructional time persist, Tier III interventions (Schedule/placement modification, Referral to County SARB, Law Enforcement, Probation, referral to home district if applicable, other) will be applied (Tier III). Our Mental Health Coordinator will work with each site principal, our academic counselor, and all site staff to develop and implement this system. For any student that is in need of Tier II or Tier III behavioral intervention support, the Mental Health Coordinator will typically be the case manager and will work closely with the student, family, staff involved in direct services for the student, and any outside agency working with the student and family. Addresses State Priorities 3, 6, 7, 8.		

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
30%	\$301,947

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Low class sizes: TK-3 (20-1) 4-5 (24-1) 6-8 (23-1): 1)Due to the challenges and barriers for many students in these demographic groups, the opportunity to receive more 1:1 attention and greater connectedness to a significant adult are strong Tier I supports. 2)More 1:1 attention and greater connectedness to a significant adult typically yields greater student academic performance.

0.5 Principal FTE for each site: 1)Due to the challenges and barriers for many students in these demographic groups, the opportunity to attend a school with consistent strategic supports is a strong Tier I support. 2)Routine, consistency, and a supportive environment lowers cortisol levels, prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing, lowers cortisol levels, prevents "fight, flight, freeze," and yields greater student academic performance.

0.5 FTE Academic Counselor: 1)Due to the challenges and barriers for many students in these demographic groups, the opportunity to receive more 1:1 attention and greater connectedness to a significant adult are strong Tier I supports. 2)More 1:1 attention, greater connectedness to a significant adult, and a supportive environment lowers cortisol levels, prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing and yields greater student academic performance.

Instructional Materials/Supplies: 1)Due to the challenges and barriers for many students in these demographic groups, the opportunity to have all needed supplies and materials are strong Tier I supports. 2)Eliminating concerns about being able to purchase items or knowing which materials and supplies to purchase lowers cortisol levels, prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing and yields greater student academic performance.

Instructional Assistants: 1)Due to the challenges and barriers for many students in these demographic groups, the opportunity to receive more 1:1 attention and greater connectedness to a significant adult are strong Tier I supports. 2)More 1:1 attention, greater connectedness to a significant adult, and a supportive environment lowers cortisol levels, prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing and yields greater student academic performance.

1 to 1 student tech devices: 1)Due to the challenges and barriers for many students in these demographic groups, the opportunity to have consistent access to a functioning and appropriately format device is a strong Tier I support. 2)Eliminating concerns about being able to purchase a functional device or knowing which device to purchase lowers cortisol levels, prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing and yields greater student academic performance.

ENRICH (Instruction, trips, events): 1)Due to the challenges and barriers for many students in these demographic groups, the opportunity to have access to high interest content and the ability to participate in all tips and events are strong Tier I supports. 2)Participation in preferred, high interest activities lowers cortisol levels, prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing and yields greater student academic performance.

Teacher and Instructional Assistant Training: 1)Due to the challenges and barriers for many students in these demographic groups, trauma-informed and best practices training for staff are strong Tier I supports. 2)More positive 1:1 attention and staff ability to establish and maintain connectedness lowers cortisol levels, prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing and yields greater student academic performance.

Parent Engagement/Communication: 1)Due to the challenges and barriers for many students in these demographic groups, increased parental engagement and school connectedness are strong Tier I supports and often increase parent ability to advocate more effectively for their child. 2)Eliminating "unknowns," enabling parents to more knowledgably engage with their students, and communicating clearly and frequently to parents regarding student expectations lowers cortisol levels, prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing and yields greater student academic performance.

Student/Parent Handbooks :1)Due to the challenges and barriers for many students in these demographic groups, increased parental engagement and school connectedness are strong Tier I supports and often increase parent ability to advocate more effectively for their child. 2)Eliminating "unknowns," enabling parents to more knowledgably engage with their students, and communicating clearly and frequently to parents regarding student expectations lowers cortisol levels, prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing and yields greater student academic performance.

0.25 Principal FTE at each site: 1)Due to the challenges and barriers for many students in these demographic groups, the opportunity to receive targeted and individualized strategic supports is critical for successful Tier II interventions. 2)More 1:1 attention, greater connectedness to a significant adult, and a personalized approach lowers cortisol levels, prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing and yields greater student academic performance.

0.5 FTE Mental Health Coordinator: 1)Due to the challenges and barriers for many students in these demographic groups, the opportunity to receive targeted and individualized strategic supports is critical for successful Tier II interventions. 2)More 1:1 attention, greater connectedness to a significant adult, and a personalized approach lowers cortisol levels, prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing and yields greater student academic performance.

RSP Teachers: 1)Due to the challenges and barriers for many students in these demographic groups, the opportunity to receive more 1:1 attention and greater connectedness to a significant adult are critical for successful Tier II interventions.. 2)More 1:1 attention and greater connectedness to a significant adult typically lowers cortisol levels, prevents "fight, flight, freeze," and yields greater student academic performance.

RSP Instructional Aides: 1)Due to the challenges and barriers for many students in these demographic groups, the opportunity to receive more 1:1 attention and greater connectedness to a significant adult are critical for successful Tier II interventions. 2)More 1:1 attention and

greater connectedness to a significant adult typically lowers cortisol levels, prevents "fight, flight, freeze," and yields greater student academic performance.

SIPPS, Directed Studies, Learning Labs: 1)Due to the challenges and barriers for many students in these demographic groups, the opportunity to receive more 1:1 attention and greater connectedness to a significant adult are critical for successful Tier II interventions. 2)More 1:1 attention and greater connectedness to a significant adult typically lowers cortisol levels, prevents "fight, flight, freeze," and yields greater student academic performance.

0.25 FTE School Psychologist: 1)Due to the challenges and barriers for many students in these demographic groups, the opportunity to receive targeted and individualized strategic supports is critical for successful Tier II interventions. 2)More 1:1 attention, greater connectedness to a significant adult, and a personalized approach lowers cortisol levels, prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing and yields greater student academic performance.

Facilities in good repair: 1)Due to the challenges and barriers for many students in these demographic groups, students are less likely to attend regularly if our campuses are in disrepair or look rundown. This Tier I action will create inviting and enjoyable campus environments, provide teacher flexibility to conduct outdoor lessons and is a strong Tier I support. 2)A pleasing and comfortable environment lowers cortisol levels, prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing, yields greater student academic performance, and helps prevent "school avoidance."

0.25 School Secretary FTE at each site: 1)Due to the challenges and barriers for many students in these demographic groups, increased parental engagement personal connectedness are strong Tier I supports and often increase parent ability to more successfully support positive attendance for their child. 2)Eliminating "unknowns," enabling parents to more knowledgably engage with the school, and communicating clearly and frequently to parents regarding attendance expectations lowers parent and student cortisol levels, prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing, yields greater student academic performance, and helps prevent "school avoidance."

Truancy Prevention Training: 1)Due to the challenges and barriers for many students in these demographic groups, trauma-informed and best practices training for staff are strong Tier I supports. 2)More positive 1:1 attention and staff ability to establish and maintain connectedness lowers cortisol levels, prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing, yields greater student academic performance, and helps prevent "school avoidance."

0.10 School Secretary FTE at each site 0.125 School Principal FTE at each site 0.25 Academic Counselor FTE 0.25 Mental Health Coordinator FTE: 1)Due to the challenges and barriers for many students in these demographic groups, the opportunity to receive more 1:1 attention and greater connectedness to a significant adult are strong Tier I supports. 2)More 1:1 attention, greater connectedness to a significant adult, and a supportive environment lowers cortisol levels, prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing, yields greater student academic performance, and helps prevent poor choices and disruptive behaviors.

Second Step, ACEs/SEL Training: 1)Due to the challenges and barriers for many students in these demographic groups, trauma-informed and best practices training for staff are strong Tier I supports. 2)More positive 1:1 attention, staff ability to establish and maintain connectedness, and activities specifically designed to increase mindfulness lowers cortisol levels, prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing, yields greater student academic performance, and helps prevent poor choices and disruptive behaviors.

School Climate: 1)Due to the challenges and barriers for many students in these demographic groups, students are more likely to engage in negative behaviors if campus conflicts regularly occur and consistent modeling of positive life skills is not present. Strategically creating a positive climate with shared vocabulary and clear expectations, Tier I actions, will create inviting and enjoyable campus environments and encourage positive interactions. 2)A pleasing and comfortable environment lowers cortisol levels, prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing, lowers cortisol levels, prevents "fight, flight, freeze," yields greater student academic performance, and helps prevent poor choices and disruptive behaviors.

Trauma Screening: 1)Due to the challenges and barriers for many students in these demographic groups, early identification of stress, anxiety, depression, or trauma enable staff to apply early interventions and can help prevent a pattern of poor academic performance, truancy, and/or poor choices and disruptive behaviors. 2)Early interventions, particularly when targeted, lowers cortisol levels, prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing, yields greater student academic performance, and helps prevent poor choices and disruptive behaviors.

Playground/Campus Supervision, 0.25 Academic Counselor, 0.125 Site Principal FTE at each site: 1)Due to the challenges and barriers for many students in these demographic groups, the opportunity to receive more 1:1 attention and greater connectedness to a significant adult are strong Tier I supports. 2)More 1:1 attention, greater connectedness to a significant adult, and a supportive environment lowers cortisol levels, prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing, yields greater student academic performance, and helps prevent poor choices and disruptive behaviors.

Diversity, Equity, and Inclusion Assessment: 1)Due to the challenges and barriers for many students in these demographic groups, students are more likely to engage in negative behaviors if the campus feels unwelcoming, unfair, biased, or favors one group of students over another based on race, ethnicity, or socioeconomic status. Conflicts regularly occur when those issues are present. Strategically creating a positive climate with shared vocabulary and clear expectations, Tier I actions, will create inviting and enjoyable campus environments and encourage positive interactions. 2)A pleasing and comfortable environment lowers cortisol levels, prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing, yields greater student academic performance, and helps prevent poor choices and disruptive behaviors.

0.25 FTE Mental Health Coordinator: 1)Due to the challenges and barriers for many students in these demographic groups, the opportunity to receive targeted and individualized strategic supports is critical for successful Tier II and Tier III interventions. 2)More 1:1 attention, greater connectedness to a significant adult, and a personalized approach lowers cortisol levels, prevents "fight, flight, freeze," typically leads to more effective and focused cognitive processing, yields greater student academic performance, and helps prevent poor choices and disruptive behaviors.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Gravenstein's percent of unduplicated students is 30.0%. Gravenstein District LCFF is scheduled to receive \$301,947 in Supplemental funding for the identified student population. The District does not receive any concentration grant funding. With these funds, the District will be providing academic support and intervention with additional certificated staff in the Learning Lab, subsidized transportation and school lunches. The District also provides unduplicated pupils with support with the use of instructional assistants in the classroom. The Learning Lab uses the RTI model to support identified students, including those in the unduplicated count. This targeted assistance has been successful in helping our students become proficient.



Gravenstein District has achieved this percentage in increased services to our unduplicated students by providing additional certificated and classified staff to deliver academic intervention services. The District has identified \$333,769 in costs that are supplemental for our identified student population to the basic education program funding of \$301,947 and demonstrates the increase service rate of 30%

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$6,196,562.00	\$604,727.00	\$62,679.00	\$143,844.00	\$7,007,812.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$6,617,407.00	\$390,405.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Low class sizes: TK-3 (20-1) 4-5 (24-1) 6-8 (23-1)	\$4,655,146.00	\$152,568.00		\$40,035.00	\$4,847,749.00
1	2	English Learners Foster Youth Low Income	0.5 Principal FTE for each site	\$173,823.00				\$173,823.00
1	3	English Learners Foster Youth Low Income	0.5 FTE Academic Counselor	\$50,966.00				\$50,966.00
1	4	English Learners Foster Youth Low Income	Instructional Materials/Supplies	\$49,058.00	\$67,532.00	\$17,050.00	\$34,342.00	\$167,982.00
1	5	English Learners Foster Youth Low Income	Instructional Assistants	\$661,594.00	\$46,215.00			\$707,809.00
1	6	English Learners Foster Youth Low Income	1 to 1 student tech devices	\$17,446.00	\$300.00		\$25,180.00	\$42,926.00
1	7	English Learners Foster Youth Low Income	ENRICH (Instruction, trips, events)	\$17,000.00		\$350.00		\$17,350.00
1	8	English Learners Foster Youth Low Income	Teacher and Instructional Assistant Training	\$966.00			\$2,195.00	\$3,161.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Parent Engagement/Communication	\$10,125.00				\$10,125.00
1	10	English Learners Foster Youth Low Income	Student/Parent Handbooks	\$2,380.00				\$2,380.00
1	11	English Learners Foster Youth Low Income	0.25 Principal FTE at each site	\$86,912.00				\$86,912.00
1	12	English Learners Foster Youth Low Income	0.5 FTE Mental Health Coordinator		\$45,357.00			\$45,357.00
1	13	English Learners Foster Youth Low Income EL	EL Support Teacher	\$79,020.00				\$79,020.00
1	14	English Learners Foster Youth Low Income 504, Title 1	RSP Teachers		\$216,272.00		\$41,092.00	\$257,364.00
1	15	English Learners Foster Youth Low Income	RSP Instructional Aides		\$31,126.00			\$31,126.00
1	16	English Learners Foster Youth Low Income	SIPPS, Directed Studies, Learning Labs					\$0.00
1	17	English Learners Foster Youth Low Income Title 1, 504	0.25 FTE School Psychologist			\$45,279.00		\$45,279.00
1	18	English Learners Foster Youth Low Income	Connectivity (home/campus)	\$79,167.00				\$79,167.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	English Learners Foster Youth Low Income	Facilities in good repair	\$69,750.00				\$69,750.00
2	2	English Learners Foster Youth Low Income	0.25 School Secretary FTE at each site	\$45,236.00				\$45,236.00
2	3	English Learners Foster Youth Low Income	Truancy Prevention Training	\$1,000.00				\$1,000.00
2	4	English Learners Foster Youth Low Income	0.10 School Secretary FTE at each site 0.125 School Principal FTE at each site 0.25 Academic Counselor FTE 0.25 Mental Health Coordinator FTE	\$87,034.00	\$22,678.00			\$109,712.00
3	1	English Learners Foster Youth Low Income	Second Step, ACEs/SEL Training	\$1,000.00				\$1,000.00
3	2	English Learners Foster Youth Low Income	School Climate	\$5,000.00				\$5,000.00
3	3	English Learners Foster Youth Low Income	Trauma Screening				\$1,000.00	\$1,000.00
3	4	English Learners Foster Youth Low Income	Playground/Campus Supervision, 0.25 Academic Counselor, 0.125 Site Principal FTE at each site	\$68,939.00				\$68,939.00
3	5	English Learners Foster Youth Low Income	Diversity, Equity, and Inclusion Assessment	\$35,000.00				\$35,000.00
3	6	English Learners Foster Youth Low Income	0.25 FTE Mental Health Coordinator		\$22,679.00			\$22,679.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$6,196,562.00	\$7,007,812.00
<b>LEA-wide Total:</b>	\$6,196,562.00	\$6,931,407.00
<b>Limited Total:</b>	\$0.00	\$76,405.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Low class sizes: TK-3 (20-1) 4-5 (24-1) 6-8 (23-1)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,655,146.00	\$4,847,749.00
1	2	0.5 Principal FTE for each site	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$173,823.00	\$173,823.00
1	3	0.5 FTE Academic Counselor	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,966.00	\$50,966.00
1	4	Instructional Materials/Supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$49,058.00	\$167,982.00
1	5	Instructional Assistants	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$661,594.00	\$707,809.00
1	6	1 to 1 student tech devices	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,446.00	\$42,926.00
1	7	ENRICH (Instruction, trips, events)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,000.00	\$17,350.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	8	Teacher and Instructional Assistant Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$966.00	\$3,161.00
1	9	Parent Engagement/Communication	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,125.00	\$10,125.00
1	10	Student/Parent Handbooks	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,380.00	\$2,380.00
1	11	0.25 Principal FTE at each site	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$86,912.00	\$86,912.00
1	12	0.5 FTE Mental Health Coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$45,357.00
1	13	EL Support Teacher	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$79,020.00	\$79,020.00
1	14	RSP Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$257,364.00
1	15	RSP Instructional Aides	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$31,126.00
1	16	SIPPS, Directed Studies, Learning Labs	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00
1	17	0.25 FTE School Psychologist	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$45,279.00
1	18	Connectivity (home/campus)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$79,167.00	\$79,167.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	Facilities in good repair	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$69,750.00	\$69,750.00
2	2	0.25 School Secretary FTE at each site	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,236.00	\$45,236.00
2	3	Truancy Prevention Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	\$1,000.00
2	4	0.10 School Secretary FTE at each site 0.125 School Principal FTE at each site 0.25 Academic Counselor FTE 0.25 Mental Health Coordinator FTE	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$87,034.00	\$109,712.00
3	1	Second Step, ACEs/SEL Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	\$1,000.00
3	2	School Climate	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
3	3	Trauma Screening	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,000.00
3	4	Playground/Campus Supervision, 0.25 Academic Counselor, 0.125 Site Principal FTE at each site	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$68,939.00	\$68,939.00
3	5	Diversity, Equity, and Inclusion Assessment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	\$35,000.00
3	6	0.25 FTE Mental Health Coordinator	LEA-wide	English Learners	All Schools		\$22,679.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			



**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
			Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:



- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

**Unduplicated Percentage > 55%:** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55%:** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.